

DOCUMENT RESUME

ED 276 710

SP 028 357

TITLE The New Jersey Provisional Teacher Program. A Second Year Report.
INSTITUTION New Jersey State Dept. of Education, Trenton.
PUB DATE Dec 86
NOTE 24p.
PUB TYPE Reports - Descriptive (141) -
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Education; Beginning Teachers; Elementary Secondary Education; *Nontraditional Education; *Special Degree Programs; State Programs; *Teacher Certification
IDENTIFIERS *Alternative Teacher Certification; New Jersey

ABSTRACT

This booklet describes the New Jersey Provisional Teacher Program that enables local school districts to employ college graduates who did not study education courses in college. In order to qualify, a candidate must possess a degree in the subject he/she will teach and must pass a state certification test of subject knowledge. Further, the candidate must be offered employment in a school district which has been approved by the state for training provisional teachers and which has made a contractual commitment to provide the necessary training resources. During the first six weeks of employment, each provisional teacher receives 80 hours of formal instruction, and for the first month is assigned an experienced teacher who provides appropriate support. During the remainder of the first year of employment, the provisional teacher receives an additional 120 hours of instruction and is supervised and guided by a district support team through a schedule of observations and meetings. The formal instruction of provisional teachers conveys professional knowledge and skills identified by a panel of educational researchers as essential for beginning teachers. The successful candidate receives, at the recommendation of the school principal, a standard certificate at the end of the first year.
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THE NEW JERSEY PROVISIONAL TEACHER PROGRAM



A Second Year Report

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The New Jersey Provisional Teacher Program
A Second Year Report

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December 1986

PTM 600.39

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The Provisional Teacher Program

New Jersey's alternate route to certification, formally called the Provisional Teacher Program, enables local school districts to employ college graduates who did not study education courses in college. In order to qualify, a candidate must possess a degree in the subject(s) he/she will teach and must pass a state certification test of subject knowledge. Further, the candidate must be offered employment in a school district which has been approved by the state for training provisional teachers and which has made a contractual commitment to provide the necessary training resources.

During the first six weeks of employment, each provisional teacher receives 80 hours of formal instruction, and for the first month is assigned an experienced teacher who provides appropriate support. During the remainder of the first year of employment, the provisional teacher receives an additional 120 hours of instruction and is supervised and guided by a district support team through a schedule of observations and meetings. The formal instruction of provisional teachers conveys professional knowledge and skills identified by a panel of educational researchers as essential for beginning teachers. The successful candidate receives, at the recommendation of the school principal, a standard certificate at the end of the first year.

The formal instruction which provisional teachers receive is provided at regional centers coordinated for participating districts by the New Jersey State Department of Education. During the first year of the program, seven centers were in operation. As a result of an increase in the number of provisional teachers, twelve are functioning at present. Each of the centers is affiliated with a collegiate school or department of education which coordinates the instruction provided by college faculty and district professionals. The participation of colleges is contracted by the state department and funded by fees of \$450 paid by each provisional teacher. The Department of Education has been extremely pleased by the participation of some of the state's best collegiate education schools.

The New Jersey Provisional Teacher Program is intended to accomplish two goals:

1. Quantity of New Teachers

New Jersey school districts had been permitted since 1942, in "extenuating circumstances," to hire as full-time teachers persons who did not study education in college. Such persons were issued so-called "emergency certificates" which enabled them to teach. During the 1940s-1960s, emergency certification was used mainly to address teacher shortages. During that period, more new teachers in

the state were hired under emergency certificates than under standard certificates. In more recent years, significant numbers of emergency certificates continued to be issued, not only to resolve shortages, but also to accommodate a variety of other circumstances.

The emergency certificate had no requirements whatsoever. Therefore, in many cases, "emergency teachers," in addition to lacking professional training, also lacked college degrees and were not educated in the subjects they taught. Nevertheless, they were permitted to take over classrooms without receiving formal instruction or special supervision or assistance from experienced professionals. Many remained in the classroom for years without completing the required education and training.

Emergency certification, which still exists in all but two states, was replaced in New Jersey in 1985 by the far more rigorous Provisional Teacher Program as a means of addressing those circumstances in which districts must employ a person who did not study education in college. Because of its rigorous standards for entry and training, it is not nearly as convenient a response as emergency certification was to such problems as teacher shortages, nor is it intended to be. Instead, it is intended to ensure, even in cases of shortage, that districts hire competent individuals and that these individuals receive essential training as soon as possible.

2. Quality of New Teachers

During the past 15 years, the quality of persons enrolling in traditional preparation programs had declined. For a variety of reasons, talented young men and women were not investing their time and tuition dollars in the study of education. Yet many talented individuals decide after college, or after experience in another career, to go into teaching. Ironically, the emergency approach for all its laxity did not allow school districts to consider even the most talented among these persons unless there was a demonstrated shortage of certified candidates. This was so even when the district justifiably perceived the certified candidates to be of low quality. Many talented persons, therefore, have either been discouraged or turned away in their pursuit of teaching careers.

The more important purpose of the Provisional Teacher Program, then, is to provide local districts with a means by which to employ talented persons who otherwise would not have been able to teach, and to provide those persons with the training and help they need to succeed in sharing their knowledge and talents with school children. The program was intended to attract into public education such persons as recent liberal arts graduates from prestigious colleges, private and parochial school teachers, college professors, and successful persons seeking changes of careers. In this sense, the program is intended, not as an "aberration" as was emergency certification, but as a legitimate alternative means of attracting

and retaining teachers.

The Provisional Teacher Program is but one of several programs undertaken in New Jersey to improve the quality of beginning teachers. Other efforts include a state-funded minimum salary for beginning teachers of \$18,500, scholarship loans of \$7,500 per year for students preparing for teaching careers in college, \$5,000 fellowships for new provisional teachers, the establishment of awards to recognize the best among graduates of traditional training programs, and a reform of traditional undergraduate programs to place greater emphasis on the liberal arts/science education of teachers.

Applications and Recruitment

By the start of the Provisional Teacher Program's first year of operation -- September 1985 -- 1,217 persons had applied for candidate status. In order to be eligible to seek employment as a provisional teacher, the applicant must establish that he/she holds a baccalaureate degree with a major in the appropriate subject field, and must pass the relevant subject test of the NTE Program.

Some expressed the concern that after an initial flurry of applications, interest in the program might decline. However, as indicated in Table I, the opposite has occurred. By September 1986, the start of the program's second year, an additional 1,962 persons had applied, an increase of 61 percent over the first year. In addition, the proportion of candidates who qualified to seek employment as provisional teachers also increased, as indicated by the number of eligibility documents issued.

It should be noted that the number of eligibility documents does not equal the number of qualified candidates since some applicants qualified for eligibility certificates in more than one field. Also, some eligibility documents were issued in 1986 to candidates who applied in 1985 and this fact accounts in part for the large proportional increase in the number of documents issued.

Table I
Provisional Teacher Candidate Applications
and Eligibility Documents Issued

	<u>1985</u>	<u>1986</u>	<u>% Increase</u>
Applications	1,217	1,962	61%
Eligibility Docs.	788	1,736	120%

Eighty percent of the increase in number of applications is attributable to the State Department of Education's recruitment efforts. In 1985, under a grant from the Geraldine R. Dodge Foundation, the department undertook a modest effort to recruit high quality applicants from selective colleges and universities. As a result of this project, 81 graduates from 14 selective universities applied to the program in 1985, and 21 were hired.

In 1986, with continued funding from the Dodge Foundation, the recruitment effort was expanded to 30 additional colleges and contacts were established with other types of organizations as well, such as those representing women and minority alumni. Some of the expansion resulted from the initiative of the recruited institutions rather than the State Department of Education. Particularly among selective universities, interest in the program, on the part of both the institutions and their students, grew and resulted in those institutions playing an active role in referring graduates to the program and requesting State Department assistance in counseling and registering.

Table II shows the number of graduates who were recruited in 1986 and the colleges from which they graduated. Of the 599 individuals recruited, 49 had been hired in the schools by September 8, 1986, an increase of more than 100 percent compared with 1985. As was the case in 1985, the academic credentials of these 49 hired recruits are impressive. Almost half (49%) graduated with honors from selective universities, while 20% hold advanced degrees and were recruited from graduate schools. As a group, the average NTE scores of the hired recruits (682 on the subject tests and 671 on the elementary test) are well above the 1985 New Jersey state mean scores on those exams. The state mean on the subject tests was 615 on a scale of 250-990, and on the elementary test the state mean was 655 on a scale of 600-690. It is apparent that, although the size of the alternate recruitment pool has increased substantially, its quality has been maintained.

Table II
Candidates Recruited From Selective Universities

	<u>1985</u>	<u>1986</u>	<u>% Increase</u>
Number of Applicants	81	599	640%
Number Employed	21	49	133%

Recruited Universities

Anherst	Barnard
Rates	Bennington
Rowdoin	Brandeis
Brown	Bryn Mawr
Bucknell	Carleton
Colgate	Columbia

Columbia Teachers College	Connecticut College
Cornell	Dartmouth
Dickinson	Drew
Duke	Franklin and Marshall
Georgetown	Gettysburg
Hamilton	Hampshire
Harvard	Harvard Graduate School of Education
Haverford	Hunter
Kenyon	Lafayette
Lehigh	Massachusetts
Middlebury	Mount Holyoke
New Hampshire	North Carolina
Oberlin	Pennsylvania
Princeton	Sarah Lawrence
Smith	St. Lawrence
Swarthmore	Tufts
Vassar	Vermont
Virginia	Wellesley
Wesleyan	Williams
Yale	

Employed Provisional Teachers

By September 1985, 121 provisional teachers had been employed in participating public and private schools in the state. Cumulatively, by September 8, 1986, 391 teachers had been hired. This total includes:

- 121 teachers hired for September 1985;
- 72 teachers hired during the 1985-86 school year; and
- 198 teachers hired for September 1986.

Since September 1985, the program has grown by 182% in the public schools and 223% overall. With respect to September employment alone, 32% more provisional teachers were hired by public schools in September 1986 than in September 1985, and 64% more provisional teachers were hired in public and private schools combined.

Table III
Provisional Teachers Hired by Public and Private Schools

	<u>Public Schools</u>	<u>Private Schools</u>	<u>Totals</u>
September 1985	114	7	121
1985-86 School Year	68	4	72
September 1986	<u>140</u>	<u>58</u>	<u>198</u>
TOTAL	322	69	391
% Total Increase in September Employment 1985-86	32%	570%	64%

Within the New Jersey public school system, provisional teachers hired in September represented a greater portion of all newly employed teachers in 1986 (approximately 14 percent) than in 1985 (approximately 11 percent).

Tables IV and V show respectively the distribution of employed provisional teachers and of the districts which employed them among counties of the state. By September 1985, 114 teachers had been employed by 59 public school districts in 17 counties. By September 1986, 326 provisional teachers had been employed in 116 public school districts in all 21 counties. Cumulatively the number of districts participating in the program has increased by about 100 percent.

Table IV
Distribution of Employed Provisional
Teachers Among Counties of the State

	<u># of Teachers Hired</u>			
	<u>September 1985</u>	<u>During 1985-86</u>	<u>September 1986</u>	<u>Total</u>
Atlantic	4	0	6	10
Bergen	9	7	21	37
Burlington	1	0	2	3
Camden	3	2	7	12
Cape May	0	0	2	2
Cumberland	1	0	4	5

Essex	30	37	56	123
Gloucester	2	0	4	6
Hudson	4	2	6	12
Hunterdon	1	0	2	3
Mercer	1	3	3	7
Middlesex	5	3	9	17
Monmouth	19	5	26	50
Morris	6	2	6	14
Ocean	4	0	6	10
Passaic	17	4	16	37
Salem	0	0	1	1
Somerset	3	2	2	7
Sussex	2	0	0	2
Union	9	4	18	31
Warren	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
	121	72	198	391

Table V

Cumulative Total Local District Participation in the
Provisional Teacher Program from September 1, 1985 Through November 10, 1986

<u>COUNTY</u>	<u># of Districts</u>
Atlantic	8
Bergen	18
Burlington	3
Camden	4
Cape May	1
Cumberland	3

Essex	8
Gloucester	2
Hudson	5
Hunterdon	2
Mercer	3
Middlesex	8
Monmouth	13
Morris	11
Ocean	6
Passaic	4
Salem	1
Somerset	3
Sussex	3
Union	8
Warren	2
Total	116

Predictably, the greatest numbers of provisional teachers have been hired in the largest school districts which have the greatest numbers of positions. However, as indicated by Table VI, participation, without respect to numbers of teachers each hired, has continued to be distributed fairly evenly among districts of various socioeconomic classifications as indicated by District Factor Group (DFG) categories. Thirty-nine percent of the districts hiring provisional teachers since September 1985 have been those in the lowest three District Factor groups; 26% have been in the three highest groups and 35% have been in the mid-range categories.

Table VI
Districts Employment Provisional Teachers
by District Factor Group (October 1985 - September 1986)

Type of District	# of Districts	Proportion of All Districts Participating Statewide
A	15	16%
B	12	13%
C	9	10%
D	5	5.3%
E	5	5.3%
F	9	10%
G	5	5.3%
H	9	10%
I	12	13%
J	8	9%
V	<u>4</u>	4%
TOTAL	93	

Table VII presents the fields in which provisional teachers have been employed since the inception of the program in September 1985. To date, 61 percent of the provisional candidates have been employed as high school subject teachers while 39 percent have been hired as elementary teachers. In September 1985, half of the 121 candidates employed were hired in the fields of math and science while in September 1986 only 30 percent were employed in these fields. This trend may indicate that local districts are using the program more by choice than in order to fill positions in areas of traditional shortage.

Table VII
Fields of Employment of Provisional Teachers

<u>Field</u>	<u>Numbers of Teachers</u>			
	<u>Sept. 85</u>	<u>Mid-Year 1985-86</u>	<u>Sept. 86</u>	<u>Total</u>
Elementary	28 (23%)	37 (51%)	88 (44%)	153 (39%)
Science	31 (26%)	11 (15%)	36 (18.5%)	78 (20%)
Mathematics	29 (24%)	15 (21%)	24 (12%)	68 (17%)
English	7 (5%)	1 (1.5%)	19 (10%)	27 (7%)
Foreign Languages	8 (7%)	1 (1.5%)	8 (4%)	17 (4%)
Social Studies	4 (3%)	1 (1.5%)	8 (4%)	13 (3%)
Art	4 (3%)	3 (4%)	3 (1.5%)	10 (3%)
Business Ed.	2 (2%)	0	6 (3%)	8 (2%)
Music	2 (2%)	1 (1.5%)	3 (1.5%)	6 (2%)
Industrial Arts	1 (1%)	1 (1.5%)	2 (1%)	4 (1%)
Physical Ed.	3 (2%)	0	0	3 (1%)
Speech & Theatre	1 (1%)	0	1 (.5%)	2 (1%)
Psychology	0	1 (1.5%)	0	1 (-)
Reading	<u>1 (1%)</u>	<u>0</u>	<u>0</u>	<u>1 (-)</u>
TOTAL	121	72	198	391

Table IX presents information concerning the employed provisional teachers themselves. Like the original 121 teachers hired in September 1985, those hired since that time on average achieved NTE test scores which are above the mean for all New Jersey test takers for 1985 and well above the state cutoff scores. Eighteen percent of those employed during the 1985-86 school year and 34 percent of those hired for September 1986 graduated from college with honors. Twenty-eight percent and 14 percent respectively possess advanced degrees. Of the 270 teachers hired since September 1985, 180 (67 percent) had some form of prior teaching experience and the majority are older than 25.

Although one aspect of the state department's recruitment effort was aimed

specifically at attracting qualified minorities, the proportion of hired provisional teachers who are minorities has remained surprisingly high. Of the 391 teachers hired since the inception of the program, 95 (24 percent) have been minorities.

Table IX
Provisional Teachers Hired Since September 1985

	1985-86 School Year		September 1986	
	Number	Percent	Number	Percent
Hired Candidates	72		198	
Recruited Candidates	12	17%	37	19%
Average NTE:				
Secondary	644		630	
Elementary	656		662	
With Honors	13	18%	67	34%
With Higher Degrees	20	28%	28	14%
Minorities	33	46%	32	16%
From NJ Colleges	41	57%	100	51%
From NJ High Schools	40	56%	105	53%
With Teaching Experience	39	54%	141	71%
Age:				
About 20-25	9	13%	79	40%
Over 25	41	57%	110	55%
Unknown	22	30%	9	5%
Hired to Teach in:				
Public Schools	69	96%	141	71%
Private Schools	3	4%	57	29%

Through a grant provided by the Geraldine R. Dodge Foundation, fellowships of \$5,000 each were awarded to sixteen of the provisional teachers hired at the secondary level since September 1985. A portion of each fellowship will be used to pay the cost of the recipient's initial training in the program and the balance to support his/her continuing education. Appendix "A" presents biographical information on the fellowship recipients. Five of the 16 fellows are minorities. Table X provides statistical information on the 31

Nodge Fellows employed in the program since its inception.

Table X

Nodge Fellows Employed in the Provisional Teacher Program

	<u>1985</u>		<u>1986</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Number of Individuals	15		16	
Average NTE Score:	709		714	
With Honors	13	87%	12	75%
With Higher Degrees	3	20%	6	38%
From Selective Colleges	10	67%	15	94%
Minority Teachers	3	20%	5	31%
Women/Men	10/5	67/33%	9/7	56/44%
From NJ Colleges	5	33%	0	0%
From NJ High Schools	9	60%	8	50%
With Teaching Experience	11	73%	13	81%
Age:				
About 20-25	10	67%	11	69%
Over 25	5	33%	5	31%
Teaching in:				
Public Schools	15	100%	16	100%
Private Schools				
Teaching Areas:				
Art/Music	2	13%	1	6%
English	1	7%	3	19%
Languages	1	7%	3	19%
Mathematics	2	13%	3	19%
Science	8	53%	3	19%
Social Studies	1	7%	3	19%

Teachers Completing the Program

Of the 121 provisional teachers employed by September 1985, 105 completed the program successfully by August 1986. Of the remaining 16, three received "insufficient" ratings which permit them to continue their training for a maximum of one additional year, and 13 teachers either dropped out or were removed from the program. The percentage of provisional teachers who left their jobs during 1985-86 (10.6%) was less than that of certified first-year teachers in the state (16.6%).

Of the 13 provisional teachers who did not remain in the program, seven left of their own accord for personal reasons (e.g., pregnancy) or for other employment. Four were terminated by the local district and two were removed from the program by the state department for weak attendance in the instructional component.

Table XI

Completion of Program by Teachers Hired September 1985

	<u>Number</u>
Recommended for Certification	105
"Insufficient Rating"	3
Left Program	7
Removed by Local District	4
Removed by State Department	2
"Disapproved" Rating	<u>0</u>
TOTAL	121

It should be noted that none of the teachers who remained in the program received a rating of "disapproved," which would result in their not being certified or allowed to re-enter the program. It appears instead that the few provisional candidates who lack aptitude for teaching are removed from the program early on, either by themselves or the local district. The same process seems to occur in greater numbers among traditionally prepared first-year teachers who lack such aptitude. This higher attrition rate among traditionally prepared first-year teachers may be due to the fact that they do not receive the same level of formal and informal support and supervision during their first year.

Quantity and Quality

The Provisional Teacher Program is not, as was "emergency certification," a standardless aberration or a stopgap measure to be used only when there are teacher shortages. Instead, its entry, training and support requirements are at least equivalent in substance to those of traditional approaches to teacher preparation and, as a result, the program is a legitimate alternative to those approaches. However, its different format is one which expands the

pool of eligible persons whom districts may legitimately consider to include a wider range of recent and past college graduates. Clearly the program has achieved its goal of increasing the supply of teachers and, since its inception, local districts in New Jersey have not needed or requested emergency certification in any of the academic fields in which the Provisional Teacher Program exists. Indeed, the state has been able to eliminate emergency certification from its regulations in those fields.

In addition, the requirements of the program are structured so as to provide districts not only with greater numbers of candidates but with higher quality individuals who previously were not eligible except under a so-called "emergency," and then only in equal competition with persons who met virtually no standards.

The evidence continues to be overwhelming that the program has achieved its goal of increasing the quality of persons who are routinely available to local districts. Overall, the quality of persons -- as defined by their academic credentials, their scores on the NTE, and their eventual success in the program -- appears well above the average for the pool as a whole.

Needed Improvements

Any new program is bound to have "bugs" which must be worked out. There are programs for selecting and preparing teachers which have existed for 50 years and yet still have "bugs." Just as it would be irresponsible not to address areas of needed improvement, it would be equally irresponsible to overemphasize them after one year. Just as a greater degree of standardization might be desirable in district supervision of provisional teachers, for example, so too has the evenness of supervision which colleges provide practice teachers remained a persistent problem. In fact, such standardization is less a problem in the Provisional Teacher Program, because standard criteria are used, evaluation forms must be sent to the state, and evaluations are conducted by licensed supervisors who work in proximity to the provisional teacher on a daily basis.

The state should foster continued refinements and improvements in both the traditional and alternate routes. There are three specific areas in which modifications to the Provisional Teacher Program have been made already and will continue to be refined:

1. The Initial Month

Regulations of the New Jersey State Board of Education require that provisional teachers be provided approximately 200 hours of formal instruction of which an unspecified amount must be presented during the first month. For the first year, the state department decided somewhat arbitrarily to schedule 80 hours of instruction during those first 20 workdays (four hours per day after school). This schedule proved physically too demanding and educationally unsound. Therefore, an adjustment was made within the limits of the regulations to spread the first 80 hours of instruction over the first 30, rather than 20, workdays and to schedule some instruction

on weekends. In addition, therefore, the overall instructional schedule was extended at the end of the year to achieve the required total number of hours.

In addition, state rules require that each provisional teacher be supervised for the first 20 days before assuming full responsibility for a classroom. From the outset, the state department has interpreted this rule to local districts as meaning that in every case an experienced teacher must be paid, from fees supplied by the provisional teacher, and assigned to work with that individual in an appropriate way. In the case of provisional teachers who have no previous classroom experience, the state department has required that the experienced teacher spend full-time with the provisional for the first month. In cases where the provisional teacher has previously taught, districts have been given greater flexibility to devise appropriate relationships between the experienced and provisional teacher as needs dictate.

The type of flexibility provided in this regard is not unlike that which districts have in developing relationships between cooperating and practice teachers and, in fact, a similar variety of arrangements was apparent. In the future, continued attention will be given to refining the operation of this first phase of the program.

2. Orientation of Support Team Members

State regulations require that the state department provide orientation programs for those district staff who support the provisional teacher. Prior to the first year, this effort focused on school principals who are responsible for coordinating participation of other support team members. Over 30 seminars were conducted throughout the state and these were attended by hundreds of principals, often accompanied by other supervisors, who were considering employing provisional teachers.

Principals were instructed as to their role and the roles of other support team members. In cases where a school was not represented at these seminars but later decided to employ a provisional teacher, a "make-up" seminar was provided individually. During the course of the first two years, staff of the three offices within the state department's Bureau of Teacher Preparation received thousands of phone calls, from candidates, teachers, principals, and superintendents and has worked individually with districts in assisting them to implement the program. The state department has received many letters praising the work of those staff who have been involved in implementing the program.

Since implementation of the Provisional Teacher Program in September, 1985, orientation sessions for all members of professional support teams were held on six different dates in various locations throughout the state. In addition, meetings were

held in every county for all chief school administrators. Staff have described the program at many national and state conferences, written articles for publication and have disseminated information on a regular basis to superintendents, principals and provisional teachers.

Despite these initial efforts, there is room for improvement. The orientation and training of program participants remains a major priority for the future.

3. Monitoring of Instruction and Supervision

The state department's monitoring of the instructional component of the program was direct and detailed. For example, attendance was taken at each session and the employing superintendent was notified when a provisional teacher missed two or more sessions per phase of instruction. In two instances, where attendance remained a persistent problem, the teachers were eventually removed. This approach to monitoring attendance is far more strict than the course attendance policies of many collegiate traditional programs, but the instruction was considered of sufficient importance to warrant a stringent policy.

Better communication is needed between the instructional centers and the employing districts of provisional teachers. The school principal is responsible for formulating the certification recommendation for each provisional teacher, and one basis for doing so is the perceptions of instructors at the centers. Some instructors felt that there were not sufficient formal opportunities to provide such input. Therefore, for the current year a specific formal procedure has been implemented whereby at three points annually, the provisional teacher's principal receives a formal, written report from the center faculty.

The state department's monitoring of the supervision provided by local districts was considerably more detailed and direct than that usually exercised by states over the supervision provided to practice teachers from traditional programs. For example, in each district employing a provisional teacher, all those staff assigned to provide support or supervision were required to sign a contract to provide certain numbers and types of observations. In addition, districts were visited on a "spot-check" basis and, where problems were found, they were remedied.

Further, the state department encouraged all program participants and their representative organizations to identify situations which needed to be corrected. For example, provisional teachers -- who paid \$900 fees for supervision were both motivated and encouraged to report instances where they did not receive that supervision. Faculty of the instructional centers were motivated to report attendance problems.

Experienced teachers were motivated to report instances where they were not being given the time to work with the provisional teacher. Principals were likely to report other types of difficulties.

The state was explicit in encouraging this collaborative approach yet few problems were reported. When they were, the department intervened just as it does when college practice teachers report that they are not being visited by college supervisors.

However, a major future goal of the program will be twofold: First, coordination and ownership of the program must gradually be turned over to districts or consortia of districts. Means must be found by which local districts themselves collaborate to run the regional instructional centers and to contract with college in this regard. Second, as the state assumes less of a coordinating role it should concurrently assume a more direct and sophisticated monitoring role. The development of these efforts is currently underway and will be reported in the future.

Appendix "A"

Provisional Teachers Awarded Dodge Fellowships September 1986

Judy Brook

Ms. Brook received her undergraduate degree in biology from Dennison College and her master's and doctoral degrees in biology from Lehigh University. She has taught science at a private school and also at the collegiate level. Ms. Brook was also self-employed for seven years as an environmental consultant. She is now teaching science in the Tenafly public schools.

Carol Coombs

Ms. Coombs received her undergraduate degree in asian studies from Amherst College where she completed an honors thesis on Japanese childrearing. She taught English in Japan on six levels from elementary to college. Ms. Coombs is now teaching Japanese in the East Orange public schools.

Reinier Cruz

Mr. Cruz received his undergraduate degree in Spanish from Yale University. He has worked as a bilingual educational counselor for ASPIRA, Inc. in Newark. At Yale, he was vice president of the Sociedad Cultural Hispanoamericana. He is now teaching Spanish in the East Orange public schools.

Malanie Daglian

Ms. Daglian received her undergraduate degree in chemistry from Williams College. She has worked in theatre and as a professional writer. She is now teaching science in the Lyndhurst public schools.

Julia Ellis

Ms. Ellis received her undergraduate degree in economics from Yale University. She has worked as a research analyst in Washington and studied in Mexico as a Fulbright Scholar. At Yale, she was active in the Afro-American Cultural Center and was captain of the Yale Women's Track Team. She is now teaching social studies in the East Orange public schools.

Michael Flamm

Mr. Flamm received his undergraduate degree in history from Harvard University where he graduated with highest honors. He taught in the intern programs at Milton Academy and tutored underprivileged children in Roxbury. At Harvard, Mr. Flamm was senior editor of the Harvard Independent and editor in chief of the Harvard Summer Times. He is now teaching social studies in the Rumson-Fairhaven public schools.

Flise Hsieh

Ms. Hsieh received her undergraduate degree in English from Yale University. She has worked as a writing laboratory tutor and as an instructor in a center which helps prepare disadvantaged students for post-secondary education. Ms. Hsieh is now teaching English in the Montville public schools.

Jennifer Klein

Ms. Klein received her undergraduate degree in English and Spanish from the University of Pennsylvania and graduated with honors in both fields. She spent one year studying in Spain and is now teaching English and Spanish in the South Gloucester public schools.

Richard Ku

Mr. Ku received his undergraduate degree in mathematics from Swarthmore College and his master's in that field from the University of North Carolina. He worked as a mathematician for eight years with the U.S. Bureau of standards and for seven years as a safety analyst. He has taught mathematics in private schools and at the collegiate level. Mr. Ku is now teaching mathematics in the Ridgewood Public Schools.

David Levy

Mr. Levy received his undergraduate degree in art history from Lehigh University and his master's in that field from Rutgers University. He has won three fellowships for work toward his doctorate in art history and has taught at the collegiate level and at a psychiatric center for children. Mr. Levy is now teaching art in the Atlantic Highlands public schools.

Susan Marsh

Ms. Marsh graduated with honors with an undergraduate degree in chemical engineering from West Virginia University and received her master's in that field from the University of Pennsylvania. She worked for eight years as a research engineer with Mobile Research and Development and holds two U.S. patents. Ms. Marsh is a programmer in three languages and a registered professional engineer. She is now teaching mathematics in the Sayreville public schools.

Richard McNally

Mr. McNally received his undergraduate degree in Greek from Columbia University and his master's in mathematics education from Teachers College. He has worked as a private school teacher and coach. At Columbia, he was co-captain of the cross country team and All-Ivy in two track events. Mr. McNally is now teaching mathematics in the Delaware Valley public schools.

Aaron Panner

Mr. Panner received his undergraduate degree in chemistry from Yale University where he graduated summa cum laude and Phi Beta Kappa. He was first violin with the Yale Symphony and Editor of the Yale Daily News. He has worked in public interest research and has taught voluntarily in a school for emotionally disturbed youth. He is now teaching science in the Rumson-Fairhaven public schools.

David Smith

Mr. Smith received his undergraduate degree in psychology and his Master's of Divinity from Yale University. He has worked in the ministry and in the instruction of the mentally handicapped. Mr. Smith is now teaching social

studies and psychology in the East Orange public schools.

Tonimarie Vizzuso

Ms. Vizzuso received her undergraduate degree in history and English from Lafayette College where she was a member of the history honor society, a McKelvey Scholar and editor of The Lafayette. She taught and coached in a private school for one year and is now teaching history and English in the Wayne public schools.

Laura Wilcox

Ms. Wilcox graduated with honors from Trinity College with a degree in English. She has studied in English and is now working toward her master's in theatre. She taught for two years in a private school and has worked as a theatre manager and drama instructor. Ms. Wilcox is now teaching English in the Northern Highlands public schools.